



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8540 W. Butler Drive, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. David Synder
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 861
Web Address : cottonboll.peoriaud.k12.az.us/
Phone Number : (623) 412-4700
Fax Number : (623) 412-4705
E-mail : dsynder@peoriaud.k12.az.us

Mission

The mission of the Cotton Boll School staff is to work cooperatively with the parents, students and community members to help students become productive and responsible citizens in the 21st Century.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All Cotton Boll students will improve their skills in reading functional print and engage in recreational reading. Additional support outside of the regular classroom will be provided by P.A.L., tutors and before and after school programs.
- ü All Cotton Boll students will demonstrate improvement in written and oral communication skills. Students will receive detailed instruction using the Six Trait Analytic Scale that can be applied to their writing across all curricular areas.

Enrollment

October 1, 2003 School Year Student Enrollment : 902
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 110

Instructional Programs

- Ü Regular Full-day Classes, Grades 1-8
- Ü On-site Special Education
- Ü Gifted Program (Project Ideal)
- Ü Kindergarten Enrichment

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment in order to maximize their opportunities to learn.

Parents

Parents, in conjunction with the Cotton Boll School Improvement Team, support the district goal to assure that all students will learn.

Transportation Policy

Transportation is provided to all eligible students who reside within the attendance boundary. Additionally, transportation services are provided for eligible special education students to Cotton Boll Elementary School from other facilities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü City of Peoria Constitution Poster and Essay Contest	2003
Ü Pacific Life Foundation - Accelerated Reading Program	2002
Ü NJHS and Student Council Community Service Projects	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2724	75509	100	100	100	495	529	521	18	8	13	35	21	23	34	35	33	13	35	31
All Students (Prior Year)	105	2731	75372	99	100	100	521	529	523	3	5	9	27	23	25	48	41	36	22	31	30
Female	38	1318	37013	100	100	100	495	529	522	18	8	12	32	22	24	38	36	33	12	34	31
Male	41	1406	38430	100	100	99	496	530	521	18	9	14	38	21	22	29	35	33	15	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	32	582	30486	100	100	99	497	514	505	8	12	18	46	30	29	38	33	32	8	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	36	1886	35192	100	100	99	496	534	534	21	7	8	35	19	19	26	37	35	18	38	39
Students with Disabilities	17	438	9708	100	100	100	469	506	489	38	20	32	38	27	27	15	32	24	8	22	17
Students without Disabilities	62	2286	65801	97	98	98	502	533	525	13	7	11	35	21	23	38	36	34	15	37	33
Limited English Proficient Students	11	194	16928	100	100	100	NA	465	485	NA	50	29	NA	50	33	NA	0	26	NA	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	29	693	36411				496	509	503	10	14	19	50	31	29	30	34	32	10	21	20
Non-Economically Disadvantaged	50	2031	39040				495	535	534	21	6	8	29	19	19	35	36	34	15	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2724	75492	100	100	100	514	525	519	9	7	12	25	15	16	48	51	47	18	27	24
All Students (Prior Year)	106	2716	75221	100	99	100	519	526	523	1	5	8	25	15	16	63	60	56	11	20	21
Female	38	1319	37014	100	100	100	522	528	523	9	6	10	18	13	15	47	50	48	26	30	27
Male	41	1405	38400	100	100	99	506	522	516	10	8	14	32	17	17	48	52	47	10	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	32	582	30438	100	100	99	515	516	508	4	10	17	30	21	21	43	52	47	22	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	36	1887	35177	100	100	99	516	528	528	9	6	8	22	13	13	53	50	49	16	30	31
Students with Disabilities	17	439	9707	100	100	100	495	508	495	20	17	33	40	23	21	30	43	33	10	17	13
Students without Disabilities	62	2285	65785	97	98	98	518	527	522	7	6	10	22	14	16	51	52	49	20	28	26
Limited English Proficient Students	11	195	16905	100	100	100	NA	474	489	NA	67	34	NA	0	28	NA	33	32	NA	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	29	692	36302				513	514	507	5	12	18	32	22	21	47	51	46	16	15	14
Non-Economically Disadvantaged	50	2032	39164				515	528	528	11	6	8	22	13	13	48	51	48	20	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2706	75053	99	100	99	533	603	597	9	5	7	22	10	12	67	78	72	1	7	9
All Students (Prior Year)	104	2701	73654	98	99	99	528	533	530	6	5	9	10	11	13	84	78	70	0	6	7
Female	38	1310	36872	100	99	99	550	624	621	6	3	5	21	7	9	71	81	74	3	10	12
Male	40	1396	38109	98	100	99	514	583	573	12	6	10	24	13	14	64	76	69	0	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	32	578	30235	100	99	98	549	594	575	8	5	9	21	13	14	67	74	70	4	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	36	1876	35028	100	100	99	521	609	613	12	4	6	26	9	10	62	80	73	0	8	11
Students with Disabilities	17	433	9625	100	100	100	499	554	530	8	10	21	38	16	21	54	71	55	0	3	4
Students without Disabilities	61	2273	65428	95	97	98	541	610	604	9	4	6	19	9	11	70	79	73	2	8	10
Limited English Proficient Students	11	194	16765	100	100	100	NA	529	525	NA	33	17	NA	0	20	NA	67	60	NA	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	29	687	36077				529	572	566	15	8	10	20	12	16	65	77	69	0	3	5
Non-Economically Disadvantaged	49	2019	38950				534	612	618	6	4	5	23	9	9	68	79	73	2	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2855	76019	100	100	100	468	503	499	25	9	14	51	39	39	11	16	14	14	35	33
All Students (Prior Year)	86	2885	76230	100	100	100	490	508	498	8	6	12	56	37	38	8	13	12	28	45	37
Female	42	1384	37207	100	100	100	473	504	499	20	8	12	55	40	41	15	18	14	10	34	33
Male	48	1469	38677	100	100	100	464	502	498	29	11	15	47	39	38	7	15	13	18	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	36	590	29458	100	100	100	460	487	480	30	15	20	48	47	48	18	14	12	3	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	48	2018	35880	100	100	100	472	507	515	22	8	7	52	37	32	7	17	16	20	38	45
Students with Disabilities	23	385	9786	100	100	100	437	465	457	59	30	39	36	47	40	5	7	7	0	16	13
Students without Disabilities	67	2470	66233	97	99	99	479	507	503	13	7	11	56	39	39	13	17	14	19	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	36	700	35714				467	482	480	23	18	20	58	47	47	10	14	12	10	21	20
Non-Economically Disadvantaged	54	2155	40266				469	509	513	26	7	9	46	37	33	11	17	15	17	39	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2851	76020	100	100	100	497	506	503	27	18	25	23	22	23	40	45	40	10	14	12
All Students (Prior Year)	83	2864	76202	97	99	100	501	508	505	19	13	19	26	23	24	49	52	46	6	13	11
Female	42	1384	37213	100	100	100	502	509	504	21	16	22	23	21	23	41	48	42	15	15	13
Male	48	1465	38666	100	100	100	493	503	501	33	21	29	24	23	22	38	42	38	5	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	36	589	29442	100	100	99	497	501	494	26	27	37	26	25	26	39	40	31	10	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	48	2014	35890	100	100	100	497	508	511	29	16	15	24	22	20	36	46	48	11	16	18
Students with Disabilities	23	383	9784	100	100	100	485	489	485	56	47	58	28	24	19	11	21	19	6	7	4
Students without Disabilities	67	2468	66236	97	98	99	501	508	504	19	15	23	22	22	23	48	47	42	11	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	37	700	35703				494	498	494	37	31	37	23	27	26	37	35	31	3	7	6
Non-Economically Disadvantaged	53	2151	40274				499	508	509	22	15	17	24	21	20	41	47	47	14	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2854	75673	100	100	100	528	544	530	14	8	12	27	22	25	57	66	58	2	4	4
All Students (Prior Year)	86	2862	74692	100	99	99	495	513	502	14	10	18	30	26	27	56	56	47	0	9	8
Female	42	1384	37099	100	100	100	576	563	548	3	4	8	20	19	22	73	71	64	5	5	6
Male	48	1468	38441	100	100	99	486	527	513	24	12	16	33	24	29	43	60	52	0	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	36	590	29305	100	100	99	506	528	507	12	10	16	27	27	31	61	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	48	2016	35760	100	100	99	540	549	550	17	8	9	23	20	21	57	67	64	2	5	6
Students with Disabilities	23	383	9706	100	100	100	452	485	462	43	26	36	26	32	32	30	40	31	0	2	1
Students without Disabilities	67	2471	65967	97	99	99	555	551	536	3	7	10	27	21	25	67	68	60	3	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	37	701	35541				503	523	504	18	14	17	27	23	31	55	61	50	0	2	2
Non-Economically Disadvantaged	53	2153	40091				543	551	550	11	7	9	26	21	21	58	67	64	4	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	3176	75001	100	100	99	462	476	468	39	27	37	40	43	36	15	21	16	6	10	10
All Students (Prior Year)	87	2987	71167	98	99	99	474	468	463	24	32	38	57	47	41	14	15	14	5	6	7
Female	51	1568	36846	100	100	99	461	476	468	40	25	36	42	46	38	14	20	16	4	9	10
Male	52	1600	37974	100	100	99	464	476	467	38	29	39	38	39	34	16	21	16	8	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	35	634	26675	100	100	98	455	462	448	42	37	52	42	42	34	12	15	10	3	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	57	2237	37785	100	100	99	468	480	482	35	24	25	40	43	39	16	22	21	9	11	15
Students with Disabilities	NC	359	8802	NC	100	100	NC	425	418	NC	74	79	NC	22	16	NC	4	3	NC	1	1
Students without Disabilities	97	2817	66199	100	99	99	467	480	472	35	23	34	43	44	38	16	22	17	6	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	29	628	29814				443	458	448	50	41	53	31	39	33	19	14	10	0	5	4
Non-Economically Disadvantaged	74	2548	45170				469	480	479	35	24	28	43	43	38	14	22	20	8	11	14

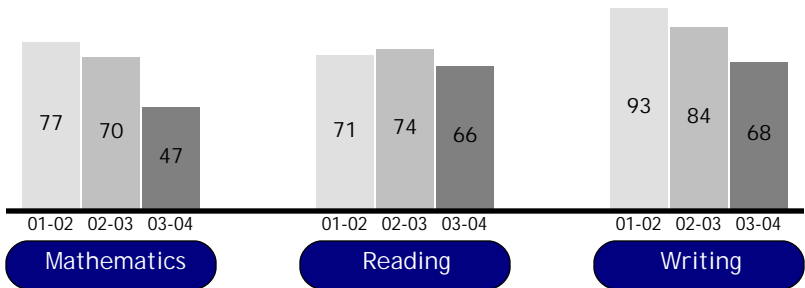
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	3170	74918	100	100	99	503	507	497	25	22	32	19	18	19	41	42	35	15	18	15
All Students (Prior Year)	87	2981	71100	98	99	99	520	510	502	6	17	25	17	19	21	53	46	40	23	18	15
Female	51	1566	36805	100	100	99	505	510	501	28	19	28	10	19	19	46	45	37	16	18	16
Male	52	1599	37936	100	100	99	500	504	493	22	26	35	28	18	18	36	38	33	14	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	35	634	26645	100	100	98	497	495	478	30	32	46	24	20	20	33	34	27	12	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	57	2236	37773	100	100	99	508	511	511	19	18	20	16	18	18	47	44	41	18	19	21
Students with Disabilities	NC	358	8801	NC	100	100	NC	455	448	NC	72	75	NC	14	13	NC	11	10	NC	3	2
Students without Disabilities	97	2812	66117	100	99	99	508	512	501	20	18	28	20	19	19	44	44	37	16	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	29	628	29785				485	490	477	27	36	47	35	23	20	31	32	26	8	9	6
Non-Economically Disadvantaged	74	2542	45115				509	511	508	24	19	23	14	17	18	45	44	39	18	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	3170	74503	100	100	99	521	522	491	5	4	9	25	22	32	58	61	51	12	12	8
All Students (Prior Year)	86	2940	69001	97	97	96	507	499	490	3	11	17	33	35	37	64	53	45	0	1	1
Female	51	1566	36686	100	100	99	539	535	506	4	3	5	18	17	29	64	66	57	14	14	9
Male	52	1598	37644	100	100	98	504	509	476	6	6	13	32	28	36	52	56	45	10	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	35	634	26500	100	100	97	531	510	467	3	6	13	21	27	39	64	56	44	12	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	57	2235	37606	100	100	99	525	526	508	4	4	6	26	21	28	56	63	56	14	12	10
Students with Disabilities	NC	359	8662	NC	100	100	NC	437	409	NC	24	37	NC	42	42	NC	32	20	NC	2	1
Students without Disabilities	97	2811	65841	100	99	98	530	530	499	4	3	7	21	21	32	62	64	53	13	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	29	629	29587				505	504	465	12	6	14	23	27	40	54	59	43	12	7	4
Non-Economically Disadvantaged	74	2541	44898				527	526	507	3	4	7	26	21	28	59	62	55	12	13	10

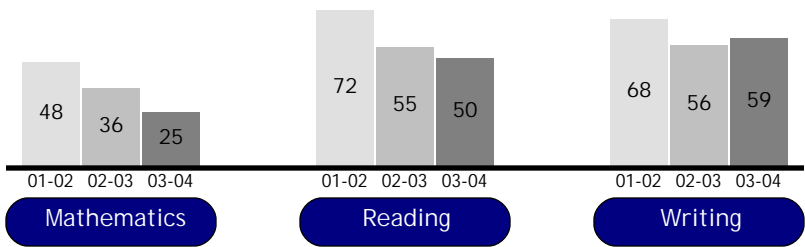
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

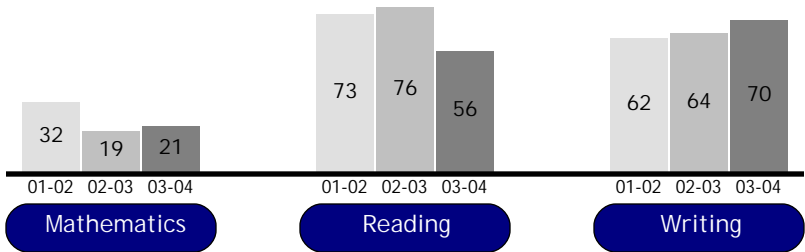
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	48	58	44	99	47	62	50	100	48	NA	58
	Language	95	49	56	39	100	48	57	43	100	47	60	50
	Mathematics	95	71	68	52	100	71	71	57	100	65	72	64
3	Reading	97	42	55	43	100	48	58	47	100	51	NA	55
	Language	97	55	64	50	100	61	66	54	100	59	70	61
	Mathematics	91	65	65	50	100	62	67	54	100	51	71	61
4	Reading	98	44	59	47	100	61	63	52	97	55	NA	56
	Language	98	44	57	45	100	54	59	48	99	54	60	52
	Mathematics	95	50	66	52	100	60	67	57	100	58	69	61
5	Reading	96	54	55	46	97	50	61	50	97	59	NA	55
	Language	96	52	51	43	100	46	56	46	97	50	56	49
	Mathematics	94	61	63	54	100	51	67	57	98	51	67	63
6	Reading	99	51	60	49	98	61	63	53	98	53	NA	56
	Language	100	47	54	42	98	58	58	45	98	50	60	48
	Mathematics	98	64	70	58	99	73	73	62	99	60	75	66
7	Reading	96	58	60	48	100	55	63	51	99	58	NA	54
	Language	96	66	64	51	100	60	69	54	100	60	67	58
	Mathematics	93	84	68	54	100	79	70	58	100	58	68	62
8	Reading	92	65	61	49	99	63	62	53	98	59	NA	55
	Language	94	62	60	46	99	66	62	49	99	71	64	52
	Mathematics	98	63	67	54	99	65	66	58	99	69	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 2 Teacher(s)
 10 Parent(s)
 1 Community Member(s)
 2 Student(s)

Council Duties

Ü School Safety Issues
 Ü Review District and School Goals
 Ü Review Schoolwide Academic Progress
 Ü Review School Budget
 Ü Community Holiday Activities
 Ü Support of Other Schoolwide Projects

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	43.50
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	3	2	0	0
7 to 9 years	6	1	0	0
10 or more years	11	1	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 21
 Core academic classes taught by Highly Qualified (NCLB) teachers. 63
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

Ü Computer Lab, Grades K-6
 Ü Technology Lab, Grades 7-8

Extracurricular Activities

Ü Sports Programs, Grades 7-8
 Ü Student Council
 Ü National Junior Honor Society
 Ü Science Club

Social Services

Ü Breakfast/Lunch Programs
 Ü Emergency Response Intervention
 Ü After School Recreation Program
 Ü Intervention Specialist/Support Groups

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Leadership Training by classified, certified and administrative personnel is being provided to all students in grades 6, 7 and 8. Focus areas include communication, respect, positive attitude, responsibility and positive personal power.
- ü A science lab is available for classes to conduct science experiments, grades 6-8. The science lab is equipped with a wide array materials to carry out the experiments.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	65	38
Grades 3-4	76	52
Grades 4-5	59	49
Grades 5-6	74	77
Grades 6-7	62	50
Grades 7-8	73	31

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Cotton Boll has safety standards that are reinforced by all staff members.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Anna Thompson	(623) 412-4700
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Linda Miller	(623) 412-4700
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Barbara Rivera	(623) 412-4700
Student Health/Nurse	Robyn Wright	(623) 412-4703

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.